

Personnel Planning for a Library  
Manpower System

ROBERT LEE

AND

CHARLENE SWARTHOUT LEE

WHAT IS PERSONNEL PLANNING? How is personnel planning approached in a library manpower system? What conceptual framework can be utilized to develop a manpower system within an individual library?

A search of library literature uncovers only isolated instances of attempts to deal with personnel planning; relevant suggestions for effective library personnel planning have therefore been sought from the research literature of business and industry.

The intent of this paper is to review the most typical, pertinent and significant research which indicates the directions being taken in personnel utilization. No attempt is made to provide a "how-to-do-it" recipe; the aim is to provide an *overview* of the major aspects of personnel planning. The other papers in this issue discuss various aspects of personnel planning, management and development in more detail.

Personnel planning is concerned with the management of human resources. It is explicit planning; it is planning with such clarity and distinctness that all the elements in a library manpower system are apparent. Since it is planning for *human* resources, it must place particular emphasis on assisting each individual, according to his background, to achieve his career values, desires, and expectations. Since it is planning for the use of *human* resources for effective *organizational* operation, personnel planning must include a statement of what kinds of qualities are desired, at what places, and at what times. It is planning which includes all personnel within the system.

---

Robert Lee is the University Chief Librarian and Professor, School of Library and Information Science, Western Ontario University; and Charlene Swarthout Lee holds an Ed.D.

It is planning with emphasis on both preparing for the future and providing knowledge necessary for effective day-to-day utilization of manpower.

A personnel research orientation is important in a manpower system because it offers a way of thinking—based upon data—about the utilization of human resources. It is a basis for resolving current organizational problems and for introducing innovative approaches that may help avert future problems. The traditional organizational chart and staff manual are not useful as analytical tools. The organizational chart is only a static picture of an organization and not a schematic design of organizational activity. While it is important to know how the organization is functionally structured for the purpose of communication and information, it is also vitally important for the purpose of analysis and planning to know how the organization *operates*.<sup>1</sup>

An organization operates as a system. The systems concept or viewpoint is based on the notion that any organization is made up of interrelated segments, or subsystems, each of which has its own goals. The systems approach to organization and management of human and material resources includes these basic ideas:

- a) an organization is composed of many subsystems;
- b) the organization is not an entity in itself; it must interface with other groups;
- c) subordinates are only a part of the organization which also includes peers and colleagues;
- d) the organization may be built around a specific project so diagonal and horizontal contacts are required;
- e) individuals in an organization have a mixture of roles, not a narrow specialization; and
- f) management must understand the relationship between the parts of the system.<sup>2</sup>

"Systems analysis [as applied to personnel planning] in the business environment . . . proceeds by the same process as scientific method in the physical sciences: data collection, formulation of tentative hypothesis, testing, and the formulation of a conclusion or informed professional opinion. Consequently, personnel systems analysis is an adaptation of scientific methodology to the personnel environment."<sup>3</sup>

A systems approach to the human aspect of management is not to

## *Personnel Planning*

be equated with programming in a computer sense. There are four roles of the systems approach:

- 1) to appraise limitations, needs and opportunities in order to state overall goals and give them priorities,
- 2) to determine alternative potential solutions and develop measures of their relative effectiveness,
- 3) to distinguish between what is known and what needs to be known about goals and alternative solutions, and
- 4) to select and develop the most promising combinations of problems and solutions.<sup>4</sup>

A conceptual framework is essential in developing a manpower system whether the organization be business, industry or a library. Current literature describes various frameworks for manpower planning. Although the terminology designating each step may differ, the frameworks are similar. The initial step is concerned with the determination of organizational objectives which are needed in every area of activity where performance and results directly and vitally affect the survival of an organization. The succeeding component parts of personnel planning are the manpower plan, the personnel development plan, and the recruiting plan. The manpower plan is concerned with an analysis and forecast of organizational needs as well as an assessment and inventory of the skills and abilities of the existing staff. The personnel development plan is concerned with the effective utilization of the existing staff. The recruitment plan is concerned with locating personnel to fill unmet and specific needs.<sup>5</sup>

### THE MANPOWER PLAN

The manpower plan is an employment forecast. It is the complex task of forecasting and planning for the right *numbers* and the right *kinds* of people, at the right *places* and the right *times*, to perform activities that will benefit both the organization and the individuals involved. The effectiveness and quality of the manpower plan depend upon establishing communication with all aspects of the organization and integrating this communication into a plan.

Barnard has stated that "the first executive function is to develop and maintain a system of communication."<sup>6</sup> Effective communication is obviously a vital aspect of the job of every member of the organization. All management personnel in the organization must be aware of feeding manpower planning "tidbits" into a central point and of de-

veloping specific instructions on what to watch for in the way of information. The chief executive, however, inevitably sets the general tone and attitude about communications and should hold every department head and supervisor accountable for effective two-way communication.

Since the key to manpower planning is communication, a myriad of complex methods are available to provide an immense and instantaneous amount of information which management may use in its forecasting: cost accounting, electronic data processing, computers, operations research, systems and procedures, wages and salary administration, motivation research, statistical quality control, and organization planning methods. These tools can give management a better understanding of the individual, of his skills and potential, plus some measure of his progress and his job satisfactions.

This information, however, must be combined with a comprehensive profile of existing skills, an assessment of the promotable individuals within the organization, training or retraining requirements and capabilities, detailed turnover statistics and analysis, knowledge of current and expected salary levels and pertinent information about the labor supply. All of this information must be refined and a continuous feedback loop established for comparison and verification of the resulting data.

Basic data are needed to develop a manpower plan. In the development of the manpower plan an organization must utilize not only the generalized data from within its organization but it must consider the data available from the broad field in which it operates.

What generalized data are available in the broad field of library management? Recognizing that the library and information fields should be concerned with their manpower resources, a full-scale search for information has been undertaken in the research blueprint, *Manpower for the Library and Information Professions in the 1970's; An Inquiry into Fundamental Problems*.<sup>7</sup> Librarianship is faced with the fundamental question of what persons—for what purpose and with what training—will be needed to foster, encourage and support the further development of the field. Librarianship has not had an adequate basis for predicting, with any degree of precision, where, how many, at what level of sophistication, and for what particular purposes personnel will be required. It is imperative to have data concerning an individual's psychological orientation, academic background, and educational content in order to fit him for a career in library information

## *Personnel Planning*

service in the 1970s. This full-scale manpower investigation of Wasserman and Bundy seeks to identify and illuminate these and other shadowy areas of obscurity.

In the inquiry eight major aspects were selected for research analysis:

- 1) the economics of the library and information profession,
- 2) the image and status of librarians and information workers,
- 3) factors influencing choice of a career in library and information work,
- 4) concepts and attitudes toward authority among librarians and information workers,
- 5) the role of the library and information executive,
- 6) the sociology of the information profession,
- 7) education and training patterns in the information field, and
- 8) environmental factors influencing library and information development.

The research seeks, in effect, to identify and estimate library manpower requirements. Reports of some of the pilot studies will soon be available through ERIC.

These studies are basic, with the questions and hypotheses derived from theory and knowledge drawn from the behavioral sciences. They are designed to determine what type of human beings, with what kinds of educational preparation, working in what types of organizational settings, under which terms of leadership are necessary and will be necessary in library information activities in the decade ahead. The manpower situation in librarianship is particularly complicated by the state of change in the field, and these studies offer great promise of rich basic data for personnel planning in the library organization.

The Maryland Manpower Research Study will provide only the generalized intelligence upon which library administrators may begin to develop their manpower plan. While there has been much discussion of efficient allocation and utilization of manpower in our economy, to date it has had little relevance for managerial decisions. The influence of this major study of library personnel will be measured, ultimately, by the extent to which those in the field—practitioners, educators, administrators, as well as those who support and rely upon information services—are disposed to make use of the evidence to advance the field.

Another characteristic of the manpower plan, in addition to a profile

of existing personnel and data from the broad field of management, is organizational relationships. What is the best organizational form for the effective use of human resources? The traditional formal charting of organizational relationships offers little in the way of indicating effective utilization of human resources. Organizational relationships must be conceived as meeting manpower management needs.

Should these relationships be organized around functions or products? More specifically, should all specialists in a given *function* be grouped under a common head, or should the *various* functional specialists working on a single product be grouped together under the same superior? Traditional practice indicates specialization in terms of grouping of functions, i.e., similar activities or skills, without consideration of psychological and social consequences. More recently, behavioral scientists have found that there is an important relationship between a unit's or individual's assigned activities and the unit members' patterns of thought and behavior.

A recent study conducted in two manufacturing plants—one organized on a *product* basis, the other on a *functional* basis—describes in detail the significance of both approaches to organizational structuring. The conclusion of the study indicated that *functional* organization seems to lead to better results in a situation where a stable performance of a routine task is desired, while *product* organization leads to better results in a situation where the task is less predictable and it requires innovative problem-solving.<sup>8</sup>

The findings of this study may have relevance to library organizational structure. An insistent problem within libraries has always been the integration of the aspects of library service—selection, acquisition, cataloging and circulation. In most instances the specializations are grouped under a functional rather than a product structure; that is, rather than a mingling of these subsystems under the library product—service to its public—they are usually separated by functional concerns. Consequently, library management is constantly plagued with the problem of communication between these functional subsystems. In the functional versus the product organization study, the lack of communication within the functional subsystems was emphasized. The integration of these specializations for optimum communication in the development of the library's product—service—has major implications for the organization of library personnel.

To make an appropriate choice between the functional or product structure for organizational relationships, it is essential to identify the

## Personnel Planning

demands of the task confronting the library. Is it a routine, repetitive task? Is it possible there is a task so routine that there is no need to explain to the worker how his work is integrated with the work of the other people in the organization? If library management is satisfied with this view of a task, then the *functional* organization is quite appropriate.

On the other hand, if the task is concerned with problem-solving, or if management defines it this way, the *product* organization seems to be more appropriate. This is especially true where there is a need for tight integration among specialists. To give a high order of public service, there can be little argument that library specialists must be integrated. To collaborate effectively, they must deal constructively with conflict, communicate directly and openly with each other, and confront their differences. The *product* organization seems to encourage this type of behavior among staff members. A research study conducted by the Stanford University Graduate School of Business concludes: "If a trend toward any one type may be regarded as discernible, based upon the thirty-one companies studied, it is perhaps in the direction of the product-division plan."<sup>9</sup>

A specific recommendation has been made for library organization that is in the direction of *product* structure. It is a gridlike organizational form. In adapting this model to libraries, Sager suggests that "the public service functions such as reference services can be conceived as forming the grid components located on the X axis, and the supportive functions, such as technical services, on the Y axis. The administrator's position on the grid would be on the Y axis, since his role is supportive; he functions as a coordinator or consultant."<sup>10</sup> Sager appears to be in agreement with Drucker's conception of the role of the administrator in a social institution, i.e., as coordinator of the operation. The administrator is the person who creates the organizational framework in which the institution functions, and he becomes a specialist in relating one operation to another so as to avoid waste. This requires staff involvement, familiarity with the organization's goals, and effective communication throughout the organization.

Another suggestion for change in library organizational relationships has been described by Kaser.<sup>11</sup> He notes the historical failure of library administrators to allow for widespread participation by professionals in the organization's total goal determination. This runs counter to the increasing attempt to build the concept of librarianship as a high order profession. In commenting on university libraries, he states that



a traditional pyramidal structure will have to be maintained for support staff but suggests the possibility of a parallel professional peer group structure, with responsibility for the following:

- 1) the determination of standards of service, both institutional and personal, and the monitoring of those standards;
- 2) the drafting of broad policies concerning the service thrust of librarianship at the university level; and
- 3) the design of appropriate governance methodology.

He suggests that the relationship of the director of libraries to the professional group should be similar to that of a dean to his faculty.

The first component of personnel planning—the manpower plan—assesses basic data on existing personnel as well as in the total field, explores organizational relationships, and forecasts changes in the utilization of human resources. Within the framework of a research orientation which tests, measures, evaluates and modifies, the manpower plan seeks the development of a desirable or “proper” form which is related to growth in a social institution.

#### PERSONNEL DEVELOPMENT PLAN

The overall planning represented by the manpower plan should be well under way when the second component of personnel planning—the personnel development plan—is launched. The personnel development plan is designed to achieve effective utilization of existing staff. The study of existing staff should identify key individuals within the organization, regardless of level, whose contributions are considered essential to meeting the objectives of the area in which they work, and determine if these individuals are making the maximum contributions of which they are capable.

The manpower supply for libraries is drawn from the personnel group that Drucker describes as “knowledge” workers.<sup>12</sup> The knowledge worker needs a challenge. He needs to know that he contributes. He respects knowledge and demands that it become the basis of measuring his accomplishment. “Knowledge workers also require that the demands be made on them by knowledge rather than by bosses, that is, by objectives rather than by people. They require a performance-oriented organization rather than an authority-oriented organization.”<sup>13</sup> The knowledge worker expects the organizational structure to identify where final decisions and ultimate responsibility rest, but knowledge work itself knows no hierarchy. The task decides who is in



## *Personnel Planning*

charge. Drucker suggests that to make knowledge work productive will be the major task of management during this decade.

Knowledge workers must be considered as assets and be included in the balance sheet to optimize the use of scarce resources, human as well as physical. A method of valuing human resources is needed which will be consistent with the valuation of physical resources. This concept, if implemented, could contribute to job satisfaction and develop organizations where "manpower, like materials and facilities, should be considered as an investment alternative subject to similar cost, return, allocation, and control considerations given to other resources."<sup>14</sup>

An interesting observation about the effective utilization of support staff has been made by Hersey and Blanchard.<sup>15</sup> Since people who occupy high level positions in an organization tend to be more "mature" and therefore need less supervision than people who occupy lower level jobs, it is assumed that top managers should be able to supervise more subordinates than their supervising counterparts at lower levels.

Unquestionably, the largest "management gap" is now in the area of personnel management.<sup>16</sup> As organizations have grown in size they have utilized professional personnel management. This is becoming increasingly important to the development of the library organization. The role of the library personnel officer is to develop "total management information systems." The design, implementation and operation of a total management information system is an extremely complex "people problem." It is necessary to measure the degree of challenge, the degree to which goals are satisfied, and the degree to which personnel participate in decision-making. "The measurement that is needed is not some psychological probing into the mental recesses of the individual, but some objective test of the degree to which the individual possesses potentialities, within the corporation, for the satisfaction of his personal goals, and his capacity to capitalize on those potentialities."<sup>17</sup> It is important to accumulate data concerning the needs and interests of current employees and to synthesize this information into more effective functioning of the organization. The steps necessary for the analysis and synthesis of this information are 1) recognizing all the sources of possible planning intelligence, 2) establishing coordination with these sources to insure full and timely inputs of information, and 3) evaluating and integrating the data for expression in curves and detailed specifications.

Success in developing human resources must be considered in terms of the organization's ability to satisfy the personal goals of those persons in the organization. This success may be achieved by plans or designs directed to the efficiency sought, and there must be adequate means for testing the success of the planning. "The successful creation of opportunities *by and for all who participate* and the satisfactory use of those opportunities is the business efficiency which must be sought. To seek it rationally the ends to be served must be identified, the means to achieve them must be made specific, and methods of measuring the degree of business efficiency must be found. This is a program of staggering and challenging proportions."<sup>17</sup>

To satisfy the high demand for programs that produce effective participation, personnel officers must be well informed about each member in the organization. Basic types of personnel information as well as definitions of detailed personal needs are necessary. Hinrichs<sup>18</sup> outlines several types of inventories that are useful in developing the basic type of personnel information. Neuendorf<sup>16</sup> provides a systematic approach to the definition of detailed personal needs which aid personnel to identify and list their needs. He maintains that only those people directly involved can define their own needs. Delegating responsibility for need identification to brain trusters or outside consultants dooms the effort at its conception, or, at best, produces limited results. Neuendorf has designed a step-by-step approach which personnel managers may use to help individuals identify their own needs.

As the data about all personnel accumulate and are analyzed, the personnel development plan can be activated. The matching of persons to positions may begin, additional work experience and training may be planned around the needs identified, and a program of evaluation may be instituted. It is likely that programs for increasing effectiveness on the job, for developing managerial skills and for team building will be outgrowths of the demands indicated from the information compiled on personal needs. To give direction to these programs it is important to consider research relating to personnel organization and management.

Since people are the main ingredient in personnel management, the personnel development plan should take into account the information available from behavior and motivation research. While people differ they have in common certain basic needs which are the origins of human motivation. "Man is a perpetually wanting animal."<sup>19</sup> He has basic needs to be developed in a hierarchy of prepotency—the

## Personnel Planning

physiological needs, the safety needs, the belonging and love needs, the need for self-esteem and the esteem of others, the need for self-actualization, the need to know and understand, and the aesthetic needs. Porter,<sup>20</sup> in a review of research in the satisfaction factor in industrial and business organizations, states that, in terms of motivational theory, the modern American business enterprise has succeeded in providing adequate basic need satisfaction but still has a considerable way to go in providing satisfaction of higher order types of psychological needs. If this is so, it means that organizations must focus on these higher order needs if they wish to apply increased motivational leverage.

The most salient and crucial higher order needs are those for autonomy and self-realization. These appear to be the needs that are important and yet are the least satisfied. A study<sup>21</sup> of two hundred engineers and accountants in Pittsburgh who were interviewed on events which had increased or decreased their job satisfaction reports that the satisfiers in terms of job satisfaction were achievement, recognition, the work itself, responsibility and advancement. The major dissatisfiers were company policy and administration, supervision, salary, interpersonal relations and working conditions. What is significant about the report is that these factors are not opposite; that is, it is not enough to alleviate dissatisfaction, but satisfaction must be developed.

A study<sup>22</sup> in management by participation concludes that concern for individual workers, democratic management and participation in decision-making are significantly more effective than were the authoritarian methods of a previous management. During the period of the study the earnings of the workers increased, turnover decreased, absenteeism decreased and the return on capital invested increased from minus 15 percent to plus 17 percent. While the review of research on management systems indicates many times that *productivity* grows with participation, it is also often true that when faced with a crisis, management returns to a mistrustful attitude and depends on some form of authority—exploitive or benevolent. In the area of management and labor relations, however, we can see a shift toward participatory behavior. Effective problem-solving has often replaced irreconcilable conflict.

How is participatory management developed? Some of the principles of participatory management are:

- 1) All manpower will view their experiences as supportive. The work experience is one which builds and maintains a sense of personal worth and importance. It is important that not only the supervisor's intentions are supportive but that the subordinate's perceptions of them are positive and that the work experience is arrived at through a group process which encompasses the supervisor and the reporting subordinates.
- 2) The supervisor is accountable for all decisions, for their execution and for their results. While goals are set through decision-making and multiple, overlapping group structure, the supervisor is responsible for the quality of decisions and their implementation.
- 3) Each member of the work force has high performance aspirations. Group objectives must represent an optimum integration of the needs and desires of the members of the organization. An absence of such goals represents a deficiency in the interaction process and a failure to recognize situational requirements.<sup>23</sup>

If these principles are positively met, it is suggested that peer group loyalty develops, coordination improves and there is effective interaction which influences the work experience. A time variable—usually longer than expected—may be anticipated in attaining participatory management systems. However, the growth which does come about is substantial and enduring.

If participation on the job is conducive to developing effectiveness on the job, team building can often lead to more satisfying participation and rewards in productivity. McGregor<sup>24</sup> cites Eric Trist's *Socio-Technical Systems* in a description of a group of forty-one coal miners who were experimentally encouraged to organize themselves into a team. While the other miners continued to work individually for individual pay on an assigned task, members of the test group worked as a team, restructuring itself and redefining tasks when breakdowns occurred. The resulting record indicates a significant increase in productivity and a decline in work stoppages, absenteeism, and accidents.

McGregor also reports on a detailed case study<sup>25</sup> involving the reorganization of a major public utility. The intent was to encourage the development of general managerial skills and a concern for the business as a whole. A multi-level task force was developed to direct the organization of a new geographic subdivision. The managerial team was encouraged to study the proposals of the task force and then to organize itself. While the objectives were management de-

### *Personnel Planning*

velopment and improved customer service, later interviews indicated that those on the managerial staff were working harder and getting more satisfaction out of their jobs.

Crockett<sup>26</sup> reports the experiences shared by a group of workers in the Department of State as they participated in a program designed to develop team skills. This was not a research program but an exercise in individual development in building skills useful in team work.

The lesson that was most impressive to us all was that the so-called Theory Y Style of management—management by participation—is neither softheaded nor “easy.” It is much easier to sit in the big office and issue directives. It is much easier to avoid confrontation by issuing orders. It is easier to avoid personal involvement and conflict by smoothing over the surface. Theory Y management is not for the executive who likes surface serenity and obsequiousness. Theory Y management is for those managers who are willing to take the gut punishment of a truly tough-minded approach to management. It is for those who believe that conflict can be handled best by confronting it openly and for those who understand that real commitment of their people can be secured only by their continuing participation in making plans and setting objectives.

Organizational development is not a panacea but a style—a tough-minded management style—and it works!<sup>27</sup>

While working toward management by participation in the library organization, it might be useful to consider some findings as to needs among library personnel that may have to be satisfied in order to encourage individual motivation. Roe<sup>28</sup> has noted that an important relationship exists between occupations and need satisfactions. It is the task of the organization to provide a working environment which meets basic human needs but also to match personality types with work roles. Brophy and Gazda<sup>29</sup> question whether or not library administrators, as well as librarians, may not be intolerant of characteristics which do not fit the bureaucratic mold. Enforcement of a working milieu which strives for congeniality, homogeneity, and conformity may exclude the innovator and the change agent.

A current research study<sup>30</sup> reports that male library science students at one midwestern university were found to have mean scores on the femininity scale of the California Psychological Inventory (C.P.I.) that were significantly greater than norms established by unselected

samples of American men. High scorers on the C.P.I.'s femininity scale typically manifest characteristics that can be described as patient, sympathetic, and appreciative. These may be the traits which people most want to find in library workers. However, while a willingness to serve is important and a kindly spirit is appreciated, the demands on the library in a knowledge economy will probably require personnel who manifest more aggressiveness and less nurturance than were exhibited in the students in this investigation.

The Maryland Manpower Research Study<sup>31</sup> describes the changing library profession and refers to it as the information profession, representing a merger of librarianship with newer information fields and with branches in subject areas and technical spheres. A central core of identity will evolve and gain societal recognition for the professional in information service functioning in the many varied settings and sharing a common educational experience. As this development toward an information profession increases, it is likely that the characteristics and psychological needs of personnel in the "library" organization will also be more varied.

Evaluation is vital to all programs for organizational and personnel development. Assessment must be made of the degree to which programs succeed or fall short of their goals. Individuals within the programs, as well as the program itself, must be evaluated. A new approach to evaluation that fits into a framework of management by objectives and is consistent with this philosophy has been suggested. "This approach calls on the subordinate to establish short-term performance goals *for himself*. The superior enters the process actively only *after* the subordinate has (a) done a good deal of thinking about his job, (b) made a careful assessment of his own strengths and weaknesses, and (c) formulated some specific plans to accomplish his goals. The superior's role is to help the man relate his self appraisal, his 'target,' and his plans for the ensuing period to the realities of the organization."<sup>32</sup>

McGregor<sup>33</sup> also reports on the effectiveness of a typical evaluation completed along these lines. More than 90 percent of employees answering questionnaires approved the idea of the appraisals. They wanted to know where they stood.

A survey<sup>34</sup> of governmental employee performance evaluation plans mentions several problems with this form of personnel appraisal. Some of the sample criticisms were inadequate supervisory training, a time-consuming process, inconsistency among supervisors, supervisors



## *Personnel Planning*

fearing unpopularity, supervisors rating too high, and the instruments used which attempted to do too many things.

A recent trend in performance rating has been to evaluate the results that personnel achieve rather than rating the individuals in terms of their qualities or traits. This approach appears to take on added respectability from its apparent closeness to the concept of management by objectives. However, measuring by results and managing by objectives are *not* the same thing. Gellerman<sup>35</sup> suggests that an effective system of performance evaluation has at least three characteristics:

- 1) ratings have to be based on specific, verifiable *events*;
- 2) these events have to be demonstrably significant; and
- 3) the scale used for rating each of these events must be firmly anchored in specific, easily recognizable behavioral descriptions, not in ambiguous terms like "average."

While performance appraisals are a step forward from the traditional supervisory rating, they leave much to be desired in evaluation. Performance appraisals are instruments that must be handled with delicacy and considerable insight. It is not surprising that the literature on the effectiveness of performance appraisals indicates much disagreement; however, evaluation must accompany performance. Perhaps it is possible to find a better way—a way less potentially damaging to human dignity. Though a major departure from the traditional judgmental forms, the "research orientation attitude" is an approach to individual evaluation which can be considerably more objective.

The adoption of the research orientation attitude can provide useful and objective assessment. As personnel develop their own programs and work through the successive steps of their programs, they inevitably come to the evaluation stage and can see not only the effects of the total program but the part they as individuals have played in its success or shortcomings. A further advantage of the research orientation attitude is that it shifts the emphasis from appraisal to analysis. When all aspects of the program come under scrutiny and are examined for weaknesses as well as strengths, the individual becomes an active agent who can take responsibility for developing his own potentialities, planning for himself and learning from putting his plans into action. He is utilizing his own capabilities to achieve both his objectives and those of the organization. When this relationship exists, personnel development becomes more than a euphemism.



The effective personnel development plan is concerned with individuals; it is specific where the manpower plan was general. Its specificity lies in its understanding the uniqueness of an individual's career aspirations, providing him with opportunities for participation and decision-making, and increasing his potential for growth. When the plan is operational and has accounted for the potentialities and talents of existing manpower, desirable promotions and transfers will be planned and, in some cases, executed; key personnel will have been identified and plans made to prepare them for future assignments; and appropriate training programs will have been devised for trainees from the current work force. In its totality the personnel development plan is a studied, deliberate design to collect career data and program work experience for the nurturance of productive humans.

### THE RECRUITMENT PLAN

Though careful consideration has been given to the existing manpower within an organization, inevitably there comes a time when it is necessary to consider recruitment to fill specific needs. The recruitment plan, like the manpower plan and the personnel development plan, should have a research orientation. However, the recruitment plan relies heavily upon experience data gleaned from previous recruiting efforts. "There are three basic dimensions of recruitment which determine whether or not it is effective: 1) It must bring in enough talent to meet the organization's current and continuing needs. 2) It must bring in the right kinds of talent. 3) It must bring in talent in such a way that it continues to make a sustained contribution to the organization's objectives."<sup>36</sup>

The lifeblood of any organization is its talent, and it follows that the process of recruiting this talent is a critical one. It is important that the individual recruit is convinced that the job which the organization can offer him will mesh with his personal goals. The fact that a significant proportion of college graduates enroll in graduate school immediately after undergraduate study indicates that by the time they are available they have a strong vocational commitment, and their career goals are considerably refined.

A study<sup>37</sup> of the career goals of 629 graduates in engineering, business and physical science provides a listing of the factors which top-talent recruits rate as most important to them in their job choices. The goals of these individuals were oriented largely around the work

## *Personnel Planning*

itself, the intrinsic satisfactions of the work, and the potentials for personal growth and advancement in the organization. This suggests that recruits are seeking a challenge in their assignments.

Gellerman<sup>38</sup> points out that when an organization offers a combination of high security and low challenge it tends to screen out the more enterprising and vigorous sort of person and to attract and hold the steady, methodical types. This can be fatal for an organization faced with technological or economic changes. The optimum reward system within any given organization would probably be when its people are provided with as much security as they need and as much challenge as they can handle.

The library profession is faced with the demands of technological and economic changes. The needed recruits should be individuals who are adaptable to careers in innovating organizations; who are oriented to machine applications, systems analysis, and science and social science disciplines; and who are characterized by an ability to function in more fluid and flexible organizations. Many of these recruits will have to be sought not only from library schools but also from other professions. Can the library as an organization offer the challenge that such recruits may be seeking? Will such recruits be able to mesh their personal goals with the goals of the library organization?

Recruiting leads to selection and selection is a rather ill-defined area of management in which there is a need for a firm "yes" or "no" decision about people. Selection, in the abstract, is the science—or art—of decision-making about people which "(1) Assimilates, sorts, and evaluates a wide range of information about potential job candidates from many different sources. (2) Examines this information in the light of future requirements of the organization; that is, simultaneously extrapolates the best guess about the organization's manpower and skill requirements, as well as personal data about John Doe, candidate. (3) Makes a decision about whether the probable future job requirements mesh sufficiently with the probable future skill and ability level of John Doe."<sup>39</sup>

This idealized sequence of logic is rarely applied to the selection decision, however. Hinrichs<sup>40</sup> suggests that a combination of the statistical approach and the clinical approach will lead to the most reliable selection. Certain criteria need to be developed and evaluated in the selection prediction: what the candidate *has done*, i.e., his prior accomplishments at work, in school, with his family, and in his extra curricular activities; his *knowledge*, i.e., his education, training, ex-

perience, self-assimilated knowledge; his *capacity* to learn and grow, i.e., his intelligence and aptitudes; his motives and drives, his interests, his physical and mental health and stamina. Because of limited time and limited resources and because of the complexity of the hiring decision, it is most important that the input be systematically and purposefully collected and evaluated.

The recruiter himself is a vital element in the recruitment process. He is a personal link between the manpower market and the needs of the organization. The recruiter must have a responsiveness to organizational needs and a high degree of interpersonal competence. This competence requires sensitivity to people, the ability to establish rapport, the ability to listen, self-confidence, patience and tolerance.<sup>41</sup>

Perhaps the most important aspect of the recruitment plan is that it, like the manpower plan and the personnel development plan, is a long-range endeavor. Knowing the organization's need and filling it on demand require early planning. "Science" can bring some specific understanding to the desirable qualities to be sought in a recruit but "Art" in human understanding supplies the added element in recruitment.

Good personnel planning evolves from the manpower plan, the personnel development plan, and the recruitment plan, all of which have systematic in-depth approaches to developing and nurturing human resources. When emphasis is placed on developing the human potential, an inevitable by-product is an increase in productivity. When the individual is a participator in a process integrally related to his own development as a human being, that process illuminates both his contribution to and his interdependence with mankind.

## References

1. Cleland, David I., and Munsey, Wallace. "Who Works with Whom?" *Harvard Business Review*, 45:84, Sept.-Oct. 1967.
2. *Ibid.*, p. 86.
3. Stephens, Leland G. "Personnel Audit Recommended," *Personnel Administrator*, 15:9, Nov.-Dec. 1970.
4. Morton, Jack A. "A Systems Approach to the Innovation Process," *Business Horizons*, 10:28, Summer 1967.
5. Hawk, Roger H. *The Recruitment Function*. New York, American Management Association, 1967, pp. 19-33.
6. Barnard, Chester I. *The Functions of the Executive*. Cambridge, Mass., Harvard University Press, 1938, p. 226.
7. Wasserman, Paul, and Bundy, Mary Lee. *Manpower for the Library and Information Professions in the 1970's; An Inquiry into Fundamental Problems*.

## Personnel Planning

College Park, University of Maryland, School of Library and Information Sciences, 1966.

8. Walker, Arthur H., and Lorsch, Jay W. "Organizational Choice: Product vs. Function," *Harvard Business Review*, 46:129-38, Nov.-Dec. 1968.

9. Holden, Paul E., et al. *Top-Management Organization and Control; A Research Study* . . . Stanford, Calif., Stanford University Press, 1941, p. 35.

10. Sager, Don. "The Comfortable Pullman: Administrative Creativity on the Siding," *American Libraries*, 1:587, June 1970.

11. Kaser, David. "Modernizing the University Library Structure," *College & Research Libraries*, 31:227-31, July 1970.

12. Drucker, Peter F. *The Age of Discontinuity; Guidelines to Our Changing Society*. New York, Harper & Row, 1968, p. 288.

13. *Ibid.*, p. 289.

14. Coleman, Bruce P. "An Integrated System for Manpower Planning," *Business Horizons*, 13:91, Oct. 1970.

15. Hersey, Paul, and Blanchard, Kenneth H. "Cultural Changes: Their Influence on Organizational Structure and Management Behavior," *Training and Development Journal*, 24:2-3, Oct. 1970.

16. Neuendorf, Charles W. "The Total Systems Approach," *Personnel Development*, 49:9-15, Jan. 1970.

17. Chamberlain, Neil. *The Union Challenge to Management Control*. New York, Harper, 1948, p. 249.

18. Hinrichs, John R. *High-Talent Personnel; Managing a Critical Resource*. New York, American Management Association, 1966, pp. 62-64.

19. Maslow, A. H. "A Theory of Human Motivation," *Psychological Review*, 50:370, July 1943.

20. Porter, Lyman W. *Organizational Patterns of Managerial Job Attitudes*. New York, American Foundation for Management Research, 1964, p. 22.

21. Hezberg, Frederick. *Work and the Nature of Man*. Cleveland, World Pub. Co., 1966, pp. 71-74.

22. Marrow, Alfred J., et al. *Management by Participation; Creating a Climate for Personnel and Organizational Development*. New York, Harper & Row, 1967.

23. Likert, Rensis. *The Human Organization; Its Management and Value*. New York, McGraw-Hill, 1967, pp. 47-52.

24. McGregor, Douglas. *Leadership and Motivation; Essays*. Warren G. Bennis and Edgar H. Schein, eds. Cambridge, Mass., M.I.T. Press, 1966, pp. 254-56.

25. ———. *The Professional Manager*. Caroline McGregor and Warren G. Bennis, eds. New York, McGraw-Hill, 1967, pp. 98-105.

26. Crockett, William J. "Team Building—One Approach to Organizational Development," *The Journal of Applied Behavioral Science*, 6:291-306, July-Sept. 1970.

27. *Ibid.*, p. 306.

28. Roe, Ann. *The Psychology of Occupations* (Wiley Publications in the Mental Health Sciences). New York, Wiley, 1956, pp. 31-33.

29. Brophy, Alfred L., and Gazda, George M. "Handling the Problem Staff Member." In Paul Wasserman, comp. *Reader in Library Administration* (Reader

Series in Library and Information Science). Paul Wasserman and Mary Lee Bundy, eds. Washington, D.C., Microcard Editions, 1968, pp. 217-26.

30. Clayton, Howard. "Femininity and Job Satisfaction among Male Library Students at One Midwestern University," *College & Research Libraries*, 31:388-98, Nov. 1970.

31. Wasserman and Bundy, *op. cit.*

32. McGregor, Douglas. "An Uneasy Look at Performance Appraisal," *Harvard Business Review*, 35:91, May-June 1957.

33. McGregor, *Leadership and Motivation; Essays, op. cit.*, p. 186.

34. Lopez, Felix M. *Evaluating Employee Performance*. Chicago, Public Personnel Association, 1968, p. 229.

35. Gellerman, Saul M. *Management by Motivation*. New York, American Management Association, 1968, pp. 119-44.

36. Hinrichs, *op. cit.*, p. 66.

37. *Ibid.*, p. 68.

38. Gellerman, *op. cit.*, p. 32.

39. Hinrichs, *op. cit.*, p. 86.

40. *Ibid.*, p. 93.

41. Hawk, *op. cit.*, pp. 121-38.